Bellevue College, Spring 2015: HYBRID

SYLLABUS for ANTH 208: Language, Culture and Society

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Contacting your instructor

Instructor: Katharine Hunt

E-mail: Please use the mail (INBOX) tool in Canvas.

Only if Canvas is unavailable, use the following: katharine.hunt@bellevuecollege.edu

Phone: (425) 564-2399

On campus office hours: Mondays and Wednesdays: 10:30 – 11:00 office D 200D. You can call me during these hours if you cannot make it to campus.

Online Office Hours: Thursday (time announced weekly on the course site)

Textbooks

Readings are an essential part of this course. While many of the readings will be available on-line, you will need to purchase the following two textbooks. A copy of the books will also be on reserve in the library.

1. **A Concise Introduction to Linguistics, 3rd edition OR 4th edition.**
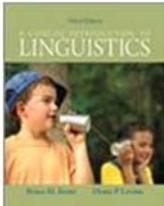
   Rowe, Bruce M. and Diane P. Levine. Pearson, Prentice Hall, Upper Saddle River, NJ.
   A few used copies of this book may be available through the BC bookstore. However, you can also check other online sites for used copies, such as amazon.com; half.com; chegg.com; barnesandnoble.com. Be sure to purchase the correct 3rd or 4th edition of the book.
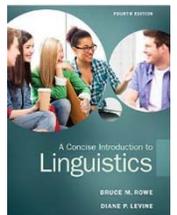
   3rd edition cover

   4th edition cover

2. **Custom Anthology, available for purchase only from "University Readers" website.**   https://students.universityreaders.com/store/
   You can purchase a hard copy (spiral bound) or an online copy (or both). This anthology contains material which is copyright and not available on the web. Most of the cost comes from the copyright permissions.
   Cost: Print Only (before tax and shipping): $21.17; Digital Only (before tax): $19.05;
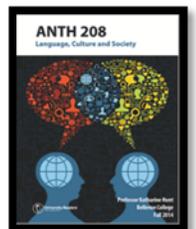
To purchase the anthology, please follow the instructions below.

   Step 1: Log on to https://students.universityreaders.com/store/
   Step 2: Create an account or log in if you have an existing account.
   Step 3: Choose the correct course pack, select a format and proceed with the checkout process.
   Step 4: After purchasing, you can access a digital copy of the first few chapters (if you selected a print format) or all chapters (if you selected a digital format) by logging into your account and clicking "My Digital Materials" to get started on your reading right away.
   If you experience any difficulties with your order or with accessing the materials, please email orders@universityreaders.com or call 800.200.3908 ext. 503.

* **Digital access**: If you select a digital format, you will need an Adobe ID and the free Adobe Digital Editions (ADE) software installed on your computer. Visit https://students.universityreaders.com/store/digital_adobe for easy instructions and a video

walkthrough of the process. Once you download the digital pack you can access it online or offline at any time on your computer, tablet or smart phone. You can also annotate, highlight, and search the content. Printing is available from the first device you use to access the content. Please note that the digital course pack expires after six months.

*Print orders are typically processed within 24 hours; the shipping time will depend on the selected shipping method and day it is shipped (orders are not shipped on Sundays or holidays). If you order the print version, you will have immediate digital access to the first 30% of the course readings.

Course Outcomes

Listed below are the course outcomes for ANTH 208.   Outcomes will be assessed through exams, quizzes, in-class assignments, discussions and course project.

- Demonstrate basic understanding of the different levels of language structure exhibited by languages around the globe.
- Recognize and give examples of the ways in which language and culture are integrated.
- Critically assess claims about the effect of language on perception and thought, in relation to the Sapir-Whorf hypothesis.
- Apply a holistic ethnographic approach to describing language use in different social and cultural situations.
- Describe how languages evolve over time, and how social and regional dialects may arise.
- Recognize ethnocentric statements about language and be able to explain the value of taking a comparative, relativistic approach to the study of language.

General Education Ratings

- This course supports the general education goals of "Creative and Critical Thinking" and "Connections".

Course Rhythm

- Our course meets on campus twice a week, on Mondays and Wednesdays. However, as a hybrid course, there is also an online component. Unlike a regular on-campus class, we meet for only 4 hours instead of 5. The remaining hour you will participate online.
- The online component will vary from week to week, but will involve online activities such as discussions and quizzes.
- During on campus class time there will be a mix of lecture, discussion, video and small group activities.
- In addition to the 5 hours of face-to-face plus online time, you should expect to spend about 10 hours reading, working on assignments and studying each week.

The course is divided into 4 units.

- **Unit 1, "The Nature of Language",** introduces you to the subject of linguistic anthropology and deals with the question of how human languages, both spoken and signed, are similar to or different from other kinds of communication.
- **Unit 2, "Linguists' Toolkit",** introduces you to the tools linguists use to describe and analyze the structure of languages around the world.
- **Unit 3, "Language and Culture",** looks at how language acquisition and use varies from culture to culture, and how the language we speak may reflect our culture and affect how we view the world.
- **Unit 4, "Language and Society",** addresses the relationship between language and social identity, looking at factors such as age, gender and ethnic group.

Reading List and Course Calendar

- A complete reading list and a schedule of topics and due dates are included in the Getting Started Module. I suggest you print these out and keep them accessible, so that you always know what is coming up in the course, even if you do not have web access at some point.
- Readings and due dates will also be included in each weekly module. Any changes to the reading list or due dates will be announced in class and/or on the course site.

Grading

Grade distribution

Grades will be calculated using points, distributed as follows:

		Approximate percentage of your grade
Getting Started Assignments + Course evaluations	**20 points** Introductory Discussion (10) Getting Started Quiz (5) Inbox (3) Final Course Evaluation (2)	**~5%**
Online Reading Discussions 4@15 points	**60 points**	**~18%**
4 Unit Exams (40 points each, multiple choice)	**160 points**	**~47%**
One Project (Choose one from several options)	**50 points**	**~15%**
In-Class Activities (Credit for attending and participating in class.)	**25 points**	**~7%**
Reading quizzes (These practice quizzes are online. You can take them as often as you wish to check your understanding of the readings. Total earned in the quizzes will be weighted to be worth 20 points, or about 6% of your grade.)	**25 points**	**~7%**
TOTAL:	**340 points**	

Grading scale

Final grades will be calculated based on the following grading scale:

95-100%	A
90-94%	A-
85-89%	B+
80-84%	B
75-79%	B-
70-74%	C+
65-69%	C
60-64%	C-
55-59%	D+
50-54%	D
below 50%	F

Details of the Bellevue College grading policy can be found at:
http://bellevuecollege.edu/policies/3/3000_grading.asp

There is **no** extra credit offered in this course.

What should you do to succeed in this class?

Since this is a survey course, we will be covering a lot of material. In order to be successful in the course, you will need to be sure you are keeping up with the assigned readings and assignments. The following advice may help you be more successful.

1. Contact me if you have any questions or concerns.

I welcome your emails and questions at any time. Often a problem can be easily solved if it is addressed immediately. Too often, though, students delay in letting me know about a problem until the end of the quarter when it may be too late to resolve it.

2. Participation in class

Participating actively in class will help you learn. Be a regular participant in the classroom and online.

3. Reading

Reading is a very important part of learning in this course. There is a HEAVY reading load. If you find that you are having trouble understanding or completing the assigned readings, I suggest you try the following:

i.   Look at the review questions at the end of each chapter in the textbook, and the answers at the back of the textbook. Use the glossary at the back of the textbook to help you understand any technical terminology.
ii. Look over the "Tips for doing readings" document posted in "Getting Started".
iii. Email me to ask questions about any of the readings if you find them difficult.
iv. Ask a question in the reading discussion to get help from your classmates.
v.   Read all the postings in the reading discussions to see other students' comments about the readings.
vi. Complete the reading quizzes and redo them until you get 100%.

Class Expectations

Syllabus and Social Science Division Guidelines and Procedures Review

You are required to review this syllabus and the Social Science Division Procedures and Guidelines (at the end of the syllabus), which apply to students in this class. Enrollment in the course constitutes an agreement to abide by the procedures and guidelines set forth in these two items. If you have any questions about the meaning of any of this material, please ask.

My expectations of students:

- Be respectful to other students
- Read instructions carefully and contact me whenever you have questions
- Turn work in on time
- Do not wait until the last minute to ask for help
- In addition to the 5 hours of face-to-face plus online time, you should expect to spend about 10 hours reading, working on assignments and studying each week.

What you can expect from me:

- Respectful responses to questions

- Responses within 24 hours to email. I will warn you ahead of time if this will not be possible for any reason. If you do not hear back from me, please email again after 24 hours, to be sure that your message got through
- Work usually graded within a week. Again, I will warn you if I cannot meet this goal. Project grading is time-consuming, and may take longer than a week.

Due dates
- All online course work must be submitted/posted/completed by 11:59 p.m. on the due date.

Late work – and how to avoid it
- In general I do not accept late assignments, as it seems unfair to students who submit on time.   However, I know from personal experience that life can present unexpected challenges which prevent you from turning work in on time.   If you feel that you have a valid reason for needing to submit work late, you may write an email asking me to accept your late work. In your email you should state why your assignment is/will be late, and provide any evidence you can to support your claim. I will consider these requests on a case by case basis.   You should always do this as soon as possible. If your request comes in after the due date, you will need to have a good reason. Do not just submit work late with no explanation and hope that I will accept it!
- Vacations are not a valid excuse for late work. If you will be out of town without web access on due dates, you should complete the work before you leave.
- Quizzes are worth very few points, and I will not grant extensions for these. It is to your benefit to complete quizzes on time because then you can use them to review for the unit exams. If you have not completed them by the due date, you will not be able to review the quiz questions later.
- If I agree to accept late work from you, it is your responsibility to let me know when the work is completed, and to check with me if it is not graded within two weeks after submission.
- To avoid last-minute emergencies, try to complete all work well before the deadline. Some students like to mark deadlines on their calendars a day earlier than the actual due date, so that they will always have an extra day if a last minute emergency arises. I also offer lots of choices for the projects, so you can choose a major assignment that falls in a week when you expect to have more time to work on it.

Behavioral Expectations for Discussions
- Remember that you need to treat your classmates with respect.   The on-line classroom and the on-campus classroom, must be safe and open for all students regardless of their age, sexual orientation, race, ethnicity, religion, gender, disability, or perspective.   Even if you disagree with a classmate, you still need to treat that person with respect.
- Please abide by the following discussion guidelines:
  1. Treat your classmates with respect.
  2. Any opinions or arguments you express should be supported by evidence.
  3. If you disagree with a classmate, question the evidence or the claim, not the person.
  4. No one should be understood to be 'representing' the racial/ethnic, gender, class, etc. group to which he or she belongs. You speak only for yourself.

Avoiding Plagiarism
   Plagiarism is "the uncredited use (both intentional and unintentional) of somebody else's words or ideas." (http://owl.english.purdue.edu/owl/resource/589/01/)   It is considered a

serious academic offense. You can avoid plagiarism by always citing the sources you use in researching projects or papers. Here are two excellent sources you can use to help you:

http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.lib.usm.edu/legacy/plag/whatisplag.php

Technology in the classroom

Please turn off cell phones, MP3 players, computers etc. before class begins, as these may distract you and other students. If you have a medical need to use a laptop computer for note-taking, please come and talk to me.

Students with Disabilities

If you have medical information to share with me, please contact me via email. If you need course modifications, adaptations, or accommodations because of a disability, I can refer you to our Disability Resource Center (DRC). The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact them as soon as possible.   You may contact them directly by going to B132 or by calling 425.564.2498 or TTY 425.564.4110. Information is also available on their website at http://bellevuecollege.edu/drc/

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or (425) 564-2764. ASN is located in the Library Media Center in D125.

https://www.bellevuecollege.edu/autismspectrumnavigators/

Student Code

"Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services." The Student Code, Policy 2050, in its entirety is located at: http://bellevuecollege.edu/policies/2/2050_Student_Code.asp

Affirmation of inclusion.

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. http://bellevuecollege.edu/about/goals/inclusion.asp

Safe Space

This class is a Safe Space for all students, regardless of sexual orientation or gender identity.

<u>Cheating, Stealing and Plagiarizing*</u>
Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. <u>Specific student rights, responsibilities and appeal procedures are listed in the</u> <u>Student Code of Conduct, available in the office of</u> the Dean of Student Services and at http://bellevuecollege.edu/policies/2/2050P_Student_Code_(Procedures).asp

<u>Email Communication</u> with instructors must be done through student email accounts only. Instructors cannot communicate with students about their course work or grades through student's personal email accounts.

<u>Incomplete</u>
If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

<u>F Grade</u>
Students who fail a course will receive a letter grade of "F."

<u>Final Examination Schedule</u>
The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

<u>Withdrawal from Class</u>
College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

<u>Hardship Withdrawal</u>
Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

<u>Students Who Require Disability Accommodations:</u>
Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Centre (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Centre, and review those needs with the instructor as well.

<u>Distribution of Grades</u>
Grades will not be posted in the Social Science Division or in faculty offices, and program assistants or coordinators will not give out grades. Students should access their grades through the BC Web site.

<u>Return of Papers and Tests</u>
Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.

TENTATIVE Course Calendar Spring 2015 At-a-glance

WEEK	MONDAY	WEDNESDAY	Assignments/Assessments (Weekly reading assignments are on Canvas)	ONLINE DUE DATES
WEEK 1 APRIL 6-8	❖ Syllabus ❖ Introductions ❖ The Nature of Language	❖ Properties of Language ❖ Video: "Can Chimps Talk?"	**Linguistic Autobiography Quizzes INBOX assignment**	**Discussion, quizzes and email due online Monday, April 13**
WEEK 2 APRIL 13-15	❖ Chimps and Language ❖ Nonverbal Communication	❖ Sign Language ❖ Film: Sound and Fury	**Unit 1 Reading discussion Reading quizzes**	**Discussion and quizzes due online Monday, April 20**
WEEK 3 APRIL 20-22	❖ **EXAM 1** ❖ Phonetics	❖ Phonetics	**Unit 1 Exam in class Unit 1 Project Quizzes**	**Project and quizzes due Monday, April 27**
WEEK 4 APRIL 27-29	❖ Phonology	❖ Morphology	**Reading quizzes**	**Quizzes due Monday, May 4**
WEEK 5 MAY 4-6	❖ Syntax ❖ Colorless Green Ideas video	❖ Pragmatics ❖ Fieldwork	**Unit 2 Reading discussion Reading quizzes**	**Discussion, quizzes due Monday, May 11**
WEEK 6 MAY 11-13	❖ **EXAM 2** ❖ Movie	❖ Ethnography of Communication	**Unit 2 Exam in class Quiz Unit 2 Project**	**Project, quiz due Monday, May 18**
WEEK 7 MAY 18-20	❖ Language Acquisition	❖ Language, Culture and Thought	**Reading quizzes**	**Quizzes due Monday, May 25**
WEEK 8 MAY 25-27	❖ MEMORIAL DAY NO CLASSES	❖ Language Death and Revitalization	**Unit 3 Reading discussion Reading quizzes**	**Discussion, quizzes due Monday, June 1**
WEEK 9 JUNE 1-3	❖ **EXAM 3** ❖ Fieldwork	❖ Sociolinguistics (several topics)	**Unit 3 Exam in class Reading quizzes Project Due Date**	**Project, quizzes due Monday, June 8**
WEEK 10 JUNE 8-10	❖ Language and Ethnicity	❖ Language and Gender	**Unit 4 Reading discussion Reading quizzes**	**Discussion, quizzes due Monday, June 15**
WEEK 11 JUNE 15-17	❖ Language Change	❖ **EXAM 4:** 7:30 am,	**Unit 4 Exam AT 7:30 AM Reading quizzes**	**Exam scheduled for WEDNESDAY JUNE 17, 7;30 AM**

<h1 style="text-align:center">Tentative Reading List by Topic (Subject to changes)</h1>

- Readings come from three sources: the textbook (Rowe and Levine), the anthology and the web.
- Assigned readings, along with more information about each reading and reading guides, will also be given in each topic module.
- If I find new articles during the quarter which I think are useful, I may modify the reading list.   I will send out announcements if any changes occur.
- Full citations for articles from the course anthology are given in the anthology.

Unit 1 Readings:

	Topic	Readings
UNIT 1: The Nature of language	**Properties of language**	1. Textbook: Chapter 1; pp. 1-12 2. Listen to (or read): "When Did We Become Mentally Modern?" http://www.npr.org/templates/story/story.php?storyId=129082962 3. Listen to (or read): "Signing, Singing, Speaking: How language evolved." http://www.npr.org/templates/story/story.php?storyId=129155123
	Chimps and Language	4. Textbook, pages 12-23 5. Mullen, William "What we learned from Washoe the chimp". http://archive.truthout.org/article/what-we-learned-from-washoe-chimp 6. "Baby apes and humans teach lessons about evolution of language." Alan Boyle, Science Editor, NBC News http://cosmiclog.nbcnews.com/_news/2013/06/06/18805179-baby-apes-and-humans-teach-lessons-about-evolution-of-language
	Nonverbal Communication	7. Textbook, chapter 11 8. "Afghan pamphlet explains cultural faux pas by Western soldiers". *Seattle Times,* September 28, 2012 http://seattletimes.com/html/nationworld/2019291742_afghanguide29.html 9. "At Airports: A Misplaced Faith in Body Language," by John Tierney. *New York Times*, March 23, 2014. http://www.nytimes.com/2014/03/25/science/in-airport-screening-body-language-is-faulted-as-behavior-sleuth.html
	Sign Language	10. Textbook, chapter 9. 11. "A Linguistic Big Bang" by Lawrence Osborne. NY Times Magazine, October 24, 1999. http://www.nytimes.com/library/magazine/home/19991024mag-sign-language.html 12. Video about the evolution of Nicaraguan Sign Language http://www.pbs.org/wgbh/evolution/library/07/2/l_072_04.html 13. Documentary "Sound and Fury" on YouTube. 14. "Where is Heather Artinian Today?" *Cochlear Implant Online*, August 17th, 2011. (Follow-up on video "Sound and Fury".) http://cochlearimplantonline.com/site/where-is-heather-artinian-today/

Unit 2 Readings

UNIT 2: Linguists' Toolkit	**Phonetics**	1. Textbook chapter 2, pages 30-54 2. Listen to or read: "From Grunting To Gabbing: Why Humans Can Talk" http://www.npr.org/templates/story/story.php?storyId=12908375 62 3. "Why Ice Cream Sounds Fat and Crackers Sound Skinny" by Dan Jurafsky. http://alumni.stanford.edu/get/page/magazine/article/?article_id=63151
	Phonology	4. Textbook: Chapter 3: pp. 64-73 (+ data from the anthology)
	Morphology	5. Textbook: Chapter 4 (+ data from the anthology)
	Syntax	6. Textbook: Chapter 5: pp. 115-124
	Pragmatics	7. Textbook: Page 172 (from "Playing with Meaning") to page 189

Unit 3 Readings

UNIT 3: Language and Culture	**Ethnography of Communication**	8.	"Greetings in the Desert" by Ibrahim Ag Youssouf, Allen D. Grimshaw and Charles S. Bird. **Course anthology**
		9.	"Txtng Rules" by Anne Curzan. http://chronicle.com/blogs/linguafranca/2013/03/01/txtng-rules/
	Language, Culture and Thought	10.	Textbook: Chapter 7, pp. 221-229
		11.	"Metaphors We Live By" by George Lakoff and Mark Johnson. http://theliterarylink.com/metaphors.html
		12.	"Does Your Language Shape How You Think?" by Guy Deutscher. *New York Times Magazine*, August 26, 2010. http://www.nytimes.com/2010/08/29/magazine/29language-t.html?pagewanted=1 (Be sure to read through the full article.)
		13.	"The Interpreter" by John Colapinto. New Yorker Volume 8, #8. 4/16/2007. (Use reading guide to focus on relevant pages.) http://www.newyorker.com/reporting/2007/04/16/070416fa_fact_colapinto
	Language Acquisition	14.	Textbook, chapter 8
		15.	"Language Gap Study Bolsters a Push for PreK" by Motoko Rich. *New York Times*, 10/22/2013 http://www.nytimes.com/2013/10/22/us/language-gap-study-bolsters-a-push-for-pre-k.html?emc=edit_tnt_20131028&tntemail0=y&_r=0
	Language Death and Revitalization	16.	Textbook: pp. 366-368 "Disappearing, Reappearing and Endangered Languages"
		17.	"Farewell, Udach' Kuqax*a'a'ch, the last native speaker of Eyak" by Rachel Shields. *The Independent*. January 25, 2008. http://www.independent.co.uk/news/world/americas/farewell-udach-kuqaxaach-the-last-native-speaker-of-eyak-773893.html
		18.	"Last words" by Payal Sampat. *World Watch*, May/June2001, Vol. 14 Issue 3. http://www.worldwatch.org/node/500
		19.	"A Village Invents a Language All Its Own" by Nicholas Bakalar. *New York Times*. Tuesday, July 16, 2013. (text and video) http://www.nytimes.com/2013/07/16/science/linguist-finds-a-language-in-its-infancy.html/?_r=0
		20.	"Togolese Academics Battle for Linguistic Heritage" by Lisa Bryan. *Voice of America*. July 12, 2013 http://www.voanews.com/content/togo-academics-fight-for-linguistic-heritage/1700925.html PLUS video clips (see module)
	Language Change	21.	Textbook, chapter 12.
		22.	"Family Tree of Languages has Roots in Anatolia, Biologists Say". Nicolas Wade. *New York Times*, 9/23/12. http://www.nytimes.com/2012/08/24/science/indo-european-languages-originated-in-anatolia-analysis-suggests.html?ref=languageandlanguages
		23.	"Urban Dictionary defines slang for some court cases, but is it accurate?" by Martha Neil, May 21, 2013 http://www.abajournal.com/news/article/urban_dictionary_defines_slang_for_some_court_cases_but_is_it_accurate/

Unit 4 Readings

UNIT 4: Language and Society	**Introduction to Sociolinguistics**	24. What is Sociolinguistics? Sociolinguistic Basics. http://www.pbs.org/speak/speech/sociolinguistics/sociolinguistics/
	Variation by Situation	25. Textbook: pages 209-217 26. "Stylistic Variation." From: *Linguistics: An Introduction*. **Course anthology**
	Variation by Region (Regional Dialects)	27. Textbook: pages 193-199 28. "They Speak Really Bad English down South and in New York City" by Dennis Preston. http://www.pbs.org/speak/speech/prejudice/attitudes/ 29. "Employers show bias against accents, study says." University of North Texas News Service. Available on the web at: http://news.unt.edu/news-releases/employers-show-bias-against-accents-study-says
	Variation by Social Class	30. "Socioeconomic Status Varieties." Edward Finegan. **Course anthology**. 31. "Overt vs. Covert Prestige and Acts of Identity." From *Language Files*. **Course anthology**.
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